



## Cover Page

# 2011-2012 Title I School Improvement Plan And School Improvement Progress Report for 2010-2011

As required by NH RSA 193-H and Federal Law 107-110 for Schools in Need of Improvement

**SAU#:**37

**District Name:**Manchester

**School Name:**Beech Street School

**Year 4 (1,2,3...) of Improvement for Mathematics**

**Year 6 (1,2,3...) of Improvement for Reading**

**Address:** 333 Beech Street

**City:** Manchester

**Zip:** 03103

**Principal:** Elinor Murphy

**Tel:** 624-6314

**Fax:** 624-6572

**E-mail:**

emurphy@mansd.org

### Contact person if different from Principal:

**Name:**

**Title:**

**Address:**

**City:**

**Zip:**

**Tel:**

**Fax:**

**E-mail:**

**2011-2012 School Improvement Plan  
Title I Memorandum of Understanding**

The Superintendent of Beech Street School assures the Commissioner of Education that:

- the identified school or identified district will spend not less than 10 percent of their Title I allocation for each year they are in school improvement status for the purpose of providing to the identified school's or identified district's teachers and principal(s) high-quality professional development that
  - directly addresses the academic achievement problem that caused the school or district to be identified for school improvement;
  - helps teachers and paraprofessionals meet the high-quality standards defined in section 1119 of Title I; and
  - is provided in a manner that affords staff with an increased opportunity for participating in that professional development;
- the identified school or identified district will establish annual, measurable objectives for continuous and substantial progress by each group of students enrolled;
- the identified school or identified district will incorporate, as appropriate, activities before school, after school, during the summer, and during any extension of the school year;
- the identified school or district will adopt policies and practices concerning the core academic subjects that have the greatest likelihood of ensuring that all groups of students in the school or district will meet the State's proficiency levels of achievement on the State's academic assessment;
- all parents receive a notification letter explaining the school's AYP status for the 2011-2012 school year; (Provide copy with this document.)
- all parents, (if applicable) receive early notification of public school choice options to transfer their child to another school as far in advance as possible but no later than 14 days before the start of the school year; (Provide copy with this document.)
- the district will post, in a timely manner, on their website the following current information:
  - A list of available schools to which students eligible for public school choice may transfer for the current school year; and
  - The number of students who participated in school choice beginning with data from 2007-2008 school year and for each subsequent year.
- the LEA will provide technical assistance to the identified school in meeting the goals and objectives described in the school improvement plan.

**SINI Year 2 or more**

☒ Yes ☐ No

**Supplemental Education Services (SES) will be provided for 2011-2012 school year**

- the district will notify parents of eligible children that Supplemental Educational Services (SES) will be provided for 2011-2012 school year. (Provide copy with this document.)
- the district will post in a timely manner on their website current information regarding SES:
  - The number of students who were eligible for and who participated in SES beginning with data from the 2007-2008 school year and for each subsequent school year; and
  - A list of SES providers approved to serve the district, as well as the locations where services are provided for the current school year.

**SINI Year 3 Corrective Action**

☒ Yes ☐ No

Beech Street School will implement at least one of the following corrective actions as part of their corrective action plan for the 2011-2012 school year: *(check all that apply)*

- ☐ replaced the school staff who are relevant to the failure to make AYP;
- ☒ instituted and fully implemented a new curriculum, including providing appropriated professional development for all relevant staff, that is based on scientifically based research and offers substantial promise of improving educational achievement for low-achieving students and enabling the school to make AYP;
- ☐ significantly decreased management authority at the school level;
- ☐ appointed an outside expert to advise the school on its progress toward making AYP;
- ☐ extended the school year or school day for the school;
- ☐ restructured the internal organizational structure of the school.

**In addition, the Superintendent assures that the LEA will:**

- publish and disseminate information regarding the corrective action the LEA takes at a school –
  - to the public and to the parents of each student enrolled in the school;
  - in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand; and
  - through such means as the Internet, the media, and public agencies.

**SINI Year 4 or more Restructuring**

☒ Yes ☐ No

Beech Street School will implement the restructuring plan which includes at least one of the following options for the school during the 2011-2012 school year: *(check all that apply)*

- ☐ reopen the school as a public charter school;
- ☐ replace all or most of school staff, which may include the principal, who are relevant to the school's inability to make AYP;
- ☐ enter into a contract with outside entity, such as a private management company, with a demonstrated record of effectiveness, to operate the public school;
- ☐ turn the operation over to the state, if permitted by state law and agreed to by the state;
- X implement any other major restructuring of the school's governance arrangement that makes fundamental reforms, such as significant changes in the school's staffing and governance, to improve student academic achievement in the school and that has substantial promise of enabling the school to make adequate yearly progress as defined in the state plan and is consistent with the NCLB guidance for restructuring.

**In addition, the Superintendent assures that the LEA will:**

- assume responsibility for the preparation of a plan for restructuring the school;
- notify both parents/guardians and teachers that the school has been identified as a school in restructuring;
- continue to provide parents/guardians and teachers with the opportunity to comment on the school's status before taking any restructuring action;
- continue to invite parents/guardians and teachers to participate in the development of the school's alternative governance plan;
- publish and disseminate information regarding the restructuring actions the LEA takes at a school –
  - to the public, teachers and to the parents of each student enrolled in the school;
  - in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand; and
  - through such means as the Internet, the media, and public agencies.
- submit the School Improvement /Corrective Action/Restructuring Plan to the NHDOE prior to the start of the next school year.

Thomas Brennan Jr.  
Superintendent of Schools

18 Jul 11  
Date

**Manchester School District  
Beech Street School**

**2010-2011 Progress Report  
Evidence of Progress: Plan Implementation**

Instructions: *Provide a status report on the strategies and activities implemented during 2010-2011 to help meet the school's improvement goals. Complete one form for each school improvement goal. Duplicate this page as needed.*

**AYP Area(s) of Focus – 2010-2011 School Year**

List the school's AYP status during the 2010-2011 school year:  
**Year 4 Mathematics, Year 6 Reading**

List any subgroup(s), if applicable, for which the school did not make AYP:

Whole School- Reading- No Mathematics- No  
Hispanic/Latino- Reading- No Mathematics-No  
Asian/Pacific Islander- Reading- No Mathematics- Yes (CI)  
White- Reading- Yes (SH) Mathematics- Yes (SH)  
Economically Disadvantaged- Reading- No Mathematics- No  
Educational Disability- Reading- No Mathematics-No  
Non-Limited-English Proficient- Reading- No Mathematics- No



**Improvement Goal for 2010-2011**

**State the improvement goal:**  
Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction.



**Implementation of Approved Strategies/Activities**

**List the strategies/activities implemented during the 2010-2011 school year to accomplish this goal:**

**Strategies:**

- \* Improvement in curriculum and instruction
- \* Leadership/Governance
- \* Climate/Culture (staff and/or students)
- \* Parent and Community Involvement
- \* Connects to school's Title I Targeted Assistance or School-wide Plan

**Activities:**

- \* The principal will continue daily walk-through in classrooms.
- \* Principal will attend PLC meetings for all grade levels weekly.
- \* Principal participates in monthly focus walks with data team in order to observe implementation of indicators in instruction.
- \* Include monthly celebration of achieving student reading goals in academic assemblies
- \* Continue with monthly PTG Meeting

Select one descriptor that best describes the status of the strategies at the end of 2010-2011:

- Completed as planned and as described in the approved school improvement plan*
- ☒ *Completed as planned, with changes/refinements to certain strategies and activities*
- ☐ *Progressing as planned, with no changes to strategies and activities*
- ☐ *Progressing, with changes/refinements to certain strategies and activities*
- ☐ *Beginning stages of implementation*
- ☐ *No strategies or activities implemented*

**Narrative Response**

Describe the progress made during 2010-11 in implementing the strategies listed above. Include a description of any key factors or circumstances that resulted in a modification or change to the strategies or activities as they were originally described in the approved improvement plan.

**Beech Street School made great progress with the goal of, "Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction."**

**The principal continued her practice of daily walkthroughs. She kept a journal of reflections on her walkthroughs that she shared with her leadership team. Her walkthroughs took place during the 8:35am – 10:35 am periods everyday during readers and writers workshop. These observations were focused on the monthly PLC best practices taught that month.**

**Principal Murphy attended half day monthly PLCs at each of the grade levels. At the leadership team level the decision was made that the teachers would benefit more from a single half day PLC than three forty minute PLCs each month.**

**The Principal was an intricate member of the focus walks with her data team. These monthly walks were to observe implementation of indicators in instruction. The data team and Principal went on to analyze the data gathered from the focus walks for next steps. The Principal also shared these results with staff through monthly newsletters.**

**Eight of the ten school months this school year Beech held monthly celebrations for achieving student reading goals and academic assemblies.**

**September- 1 Million Word Reading Goal Kickoff Assembly**

**October – NECAP Incentive Assembly**

**November- Narrative Genre Writing Assembly**

**January- 1 Million Word Reading Goal Half-way Assembly**

**March- Dr.Suess Reading Assembly**

**April-Beechfest Non-fiction Genre Writing Assembly**

**May- NECAP Results Assembly**

**June – 1 Million Word Goal End of Year Assembly.**

**Principal Murphy directed the Guidance Counselor and Social Worker in scheduling monthly PTG meetings. Topics included: Homework, Curriculum, Parenting Skills for Completing Homework, Reading with your children, Volunteering Options, etc. In addition, the Bilingual Home Liasion was responsible for additional parent meetings. Parents were invited to spend a morning in their students' classrooms to observe Readers and Writers Workshop instruction.**

## 2010-2011 Progress Report Evidence of Progress: Plan Implementation

Instructions: *Provide a status report on the strategies and activities implemented during 2010-2011 to help meet the school's improvement goals. Complete one form for each school improvement goal. Duplicate this page as needed.*

### AYP Area(s) of Focus – 2010-2011 School Year

List the school's AYP status during the 2010-2011 school year:  
**Year 4 Mathematics, Year 6 Reading**

List any subgroup(s), if applicable, for which the school did not make AYP:

Whole School- Reading- No Mathematics- No  
Hispanic/Latino- Reading- No Mathematics-No  
Asian/Pacific Islander- Reading- No Mathematics- Yes (CI)  
White- Reading- Yes (SH) Mathematics- Yes (SH)  
Economically Disadvantaged- Reading- No Mathematics- No  
Educational Disability- Reading- No Mathematics-No  
Non-Limited-English Proficient- Reading- No Mathematics- No



### Improvement Goal for 2010-2011

**State the improvement goal:**  
**Aligning classroom observations with evaluation criteria and professional development.**



### Implementation of Approved Strategies/Activities

**List the strategies/activities implemented during the 2010-2011 school year to accomplish this goal:**

**Strategies:**

- \* Improvement in curriculum and instruction
- \* Aligning classroom observations with evaluation criteria and professional development.
- \* Changes in School Systems or Processes
- \* Climate/Culture (staff and/or students)
- \* Connects to school's Title I Targeted Assistance or School-wide Plan

**Activities:**

- \* Teacher observations by peers related to indicators for effective teaching and classroom management.
- \* Lab teachers will be observed by peers implementing best practices in America's Choice School Reform and Restructuring Indicators.
- \* Teachers will conduct overall self-assessments twice yearly.



Select one descriptor that best describes the status of the strategies at the end of 2010-2011:

- ☒ Completed as planned and as described in the approved school improvement plan
- ☐ Completed as planned, with changes/refinements to certain strategies and activities
- ☐ Progressing as planned, with no changes to strategies and activities
- ☐ Progressing, with changes/refinements to certain strategies and activities
- ☐ Beginning stages of implementation
- ☐ No strategies or activities implemented

### **Narrative Response**

Describe the progress made during 2010-11 in implementing the strategies listed above. Include a description of any key factors or circumstances that resulted in a modification or change to the strategies or activities as they were originally described in the approved improvement plan.

***Beech Street School has completed as planned and as described the improvement goal of aligning classroom observations with evaluation criteria and professional development. We will continue to implement the activities as we move forward in 2011-2012***

This year Beech Street School's Literacy Coaches implemented a PLC cycle. Once a month, teachers attended a three hour PLC with their grade level peers on instructional best practices within the Readers and Writers Workshop. After the professional development, they were asked to try the practices in their own classrooms, observe it in a Lab classroom, debrief what they saw in the Lab with their Literacy Coach, continue implementing the practice in their classrooms while receiving individualized feedback from the coach, and finally the data team concluded the PLC cycle with a focus walk on that particular topic.

Teachers did conduct overall self-assessments twice yearly. (Once in February and once at the end of May). Literacy Coaches compiled the data from the self assessments and used it to plan future PLCs.

## 2010-2011 Progress Report Evidence of Progress: Plan Implementation

Instructions: *Provide a status report on the strategies and activities implemented during 2010-2011 to help meet the school's improvement goals. Complete one form for each school improvement goal. Duplicate this page as needed.*

### AYP Area(s) of Focus – 2010-2011 School Year

List the school's AYP status during the 2010-2011 school year:  
**Year 4 Mathematics, Year 6 Reading**

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Whole School- Reading- No Mathematics- No  
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Economically Disadvantaged- Reading- No Mathematics- No  
Educational Disability- Reading- No Mathematics-No  
Non-Limited-English Proficient- Reading- No Mathematics- No



### Improvement Goal for 2010-2011

*State the improvement goal:*  
**Engage teachers in differentiating and aligning learning activities.**



### Implementation of Approved Strategies/Activities

*List the strategies/activities implemented during the 2010-2011 school year to accomplish this goal:*

**Strategies:**

- \* Improvement in curriculum and instruction
- \* Establishing and Implementing Local Assessments
- \* Connects to school's Title I Targeted Assistance or School-wide Plan
- \* Professional Development

**Activities:**

- \* Create directions for labeling standards-aligned learning activities.
- \* Opening day teacher packet will include directions on which learning activities need to be labeled and how.

Select one descriptor that best describes the status of the strategies at the end of 2010-2011:

- ☒ Completed as planned and as described in the approved school improvement plan
- ☐ Completed as planned, with changes/refinements to certain strategies and activities
- ☐ Progressing as planned, with no changes to strategies and activities
- ☐ Progressing, with changes/refinements to certain strategies and activities
- ☐ Beginning stages of implementation
- ☐ No strategies or activities implemented

### Narrative Response

Describe the progress made during 2010-11 in implementing the strategies listed above. Include a description of any key factors or circumstances that resulted in a modification or change to the strategies or activities as they were originally described in the approved improvement plan.

***Beech Street School has completed the improvement goal as planned and described in the school improvement plan. We will continue activities in 2011 -2012 that will engage teachers in differentiating and aligning learning activities.***

Some of this year's professional development was based on teachers looking at their grade level specific reading and writing standards and using student exemplars that met all the national standards to become more familiar with expectations for their specific grade level's reading and writing.

America's Choice School reform design has given the school scripted teacher guides for reading and writing mini-lessons. Teachers were required to match the learning objective to their grade level standards and GLEs.

## 2010-2011 Progress Report Evidence of Progress: Plan Implementation

Instructions: *Provide a status report on the strategies and activities implemented during 2010-2011 to help meet the school's improvement goals. Complete one form for each school improvement goal. Duplicate this page as needed.*

### AYP Area(s) of Focus – 2010-2011 School Year

List the school's AYP status during the 2010-2011 school year:  
**Year 4 Mathematics, Year 6 Reading**

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Economically Disadvantaged- Reading- No Mathematics- No  
Educational Disability- Reading- No Mathematics- No  
Non-Limited-English Proficient- Reading- No Mathematics- No



### Improvement Goal for 2010-2011

**State the improvement goal:**  
**Assess student learning frequently with standards-based assessments.**



### Implementation of Approved Strategies/Activities

**List the strategies/activities implemented during the 2010-2011 school year to accomplish this goal:**

**Strategies:**

- \* Improvement in curriculum and instruction
- \* Establishing and Implementing Local Assessments
- \* Connects to school's Title I Targeted Assistance or School-wide Plan
- \* Professional Development
- \* Addressing Specific Needs of Low – Achieving Students
- \* Programs Supported by Scientifically – Based Research

**Activities:**

- \* The School Data Team will meet on a monthly basis with grade level teachers.
- \* Assessment related professional development will be provided for all teachers.
- \* Classroom teachers will have a common planning time to collaborate on effective differentiated lessons.

\* Grade Level teams will meet monthly to "red flag" students for intervention and enrichment groups.

Select one descriptor that best describes the status of the strategies at the end of 2010-2011:

- ☒ Completed as planned and as described in the approved school improvement plan
- ☐ Completed as planned, with changes/refinements to certain strategies and activities
- ☐ Progressing as planned, with no changes to strategies and activities
- ☐ Progressing, with changes/refinements to certain strategies and activities
- ☐ Beginning stages of implementation
- ☐ No strategies or activities implemented

### Narrative Response

Describe the progress made during 2010-11 in implementing the strategies listed above. Include a description of any key factors or circumstances that resulted in a modification or change to the strategies or activities as they were originally described in the approved improvement plan.

***Beech Street School has completed the improvement goal of assessing student learning frequently with standards-based assessments as described in the improvement plan. We will continue to assess student learning frequently in 2011 -2012.***

The School Data Team met on a monthly basis with grade level teachers to discuss interventions based on standard-based assessments scores. Groupings were flexible and monitored for progress / growth.

Two full days of Running Record training was provided through the district for all staff in August. A year's reading growth / RTI training related professional development was provided for all teachers as part of the October PLC cycle.

The school wide schedule has been specifically arranged so that classroom teachers have a common planning time to collaborate on effective differentiated lessons.

## 2010-2011 Progress Report Evidence of Progress: Plan Implementation

Instructions: *Provide a status report on the strategies and activities implemented during 2010-2011 to help meet the school's improvement goals. Complete one form for each school improvement goal. Duplicate this page as needed.*

### AYP Area(s) of Focus – 2010-2011 School Year

List the school's AYP status during the 2010-2011 school year:  
**Year 4 Mathematics, Year 6 Reading**

List any subgroup(s), if applicable, for which the school did not make AYP:

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Economically Disadvantaged- Reading- No Mathematics- No  
Educational Disability- Reading- No Mathematics- No  
Non-Limited-English Proficient- Reading- No Mathematics- No



### Improvement Goal for 2010-2011

*State the improvement goal:*  
**Expecting and monitoring sound instruction in a variety of modes.**



### Implementation of Approved Strategies/Activities

*List the strategies/activities implemented during the 2010-2011 school year to accomplish this goal:*

#### **Strategies:**

- \* Improvement in curriculum and instruction
- \* Professional Development
- \* School Reform
- \* Programs Supported by Scientifically – Based Research

#### **Activities:**

- \* All staff will attend PLC on best practices in modeling, demonstration and graphics
- \* All staff will attend PLC on best practices in re-teaching when necessary.
- \* All staff will attend PLC on best practices in summarizing key concepts.
- \* All staff will attend PLC on best practices in re-teaching following questioning.
- \* All staff will attend PLC on best practices in paraphrasing, summarizing and relating.
- \* All staff will attend PLC on best practices in having students self-monitoring comprehension.

Select one descriptor that best describes the status of the strategies at the end of 2010-2011:

- ☒ Completed as planned and as described in the approved school improvement plan
- X ☒ Completed as planned, with changes/refinements to certain strategies and activities
- ☐ Progressing as planned, with no changes to strategies and activities
- ☐ Progressing, with changes/refinements to certain strategies and activities
- ☐ Beginning stages of implementation
- ☐ No strategies or activities implemented

### **Narrative Response**

Describe the progress made during 2010-11 in implementing the strategies listed above. Include a description of any key factors or circumstances that resulted in a modification or change to the strategies or activities as they were originally described in the approved improvement plan.

***Beech Street School did complete the improvement goal of expecting and monitoring sound instruction in a variety of modes. The original plan's dates had to be changed to accommodate district wide planned PLC requirements.***

All staff attended PLCs on best practices in modeling, demonstration and graphics as part of our work on the Essential Five Practices for English Language Learners. There were specialized workshops for ELL teachers and Lab teachers in addition to our PLC. February's PLCs for all staff included best practices in re-teaching when necessary re-teaching following questioning. That month's cycle concluded with a focus walk on it. March's PLCs for all staff included best practices in summarizing key concepts.

April's PLCs included best practices in paraphrasing, summarizing and relating. May's literacy institutes and our school's PLC was focused on best practices in having students self-monitoring comprehension.

Based on the focus walk data from these PLCs, over 80% of the classroom teachers were including the taught best practices and indicators from the PLCs. ( May's PLC had inconclusive data in two of the grade levels, so that PLC was retaught )

## 2010-2011 Progress Report Evidence of Progress: Plan Implementation

Instructions: *Provide a status report on the strategies and activities implemented during 2010-2011 to help meet the school's improvement goals. Complete one form for each school improvement goal. Duplicate this page as needed.*

### AYP Area(s) of Focus – 2010-2011 School Year

List the school's AYP status during the 2010-2011 school year:  
**Year 4 Mathematics, Year 6 Reading**

List any subgroup(s), if applicable, for which the school did not make AYP:

Whole School- Reading- No Mathematics- No  
Hispanic/Latino- Reading- No Mathematics- No  
Asian/Pacific Islander- Reading- No Mathematics- Yes (CI)  
White- Reading- Yes (SH) Mathematics- Yes (SH)  
Economically Disadvantaged- Reading- No Mathematics- No  
Educational Disability- Reading- No Mathematics- No  
Non-Limited-English Proficient- Reading- No Mathematics- No



### Improvement Goal for 2010-2011

**State the improvement goal:**  
Expecting and monitoring sound homework practices and communication with parents.



### Implementation of Approved Strategies/Activities

**List the strategies/activities implemented during the 2010-2011 school year to accomplish this goal:**

#### **Strategies:**

- \* Climate/Culture (Staff and/or Students)
- \* Programs Supported by Scientifically-Based Research
- \* Parent and Community Involvement
- \* Connects to school's Title I Targeted Assistance or School-wide Plan

#### **Activities:**

- \* Form school-wide committee to research best practice in teacher feedback and homework.
- \* Disseminate survey to entire staff for input and then to PTG for feedback.
- \* Pilot new feedback and homework procedure throughout school grades k-5.
- \* School-wide committee reviews final time and prepares procedure for Beech Street School handbook.



Select one descriptor that best describes the status of the strategies at the end of 2010-2011:

- ☐ Completed as planned and as described in the approved school improvement plan
- ☐ Completed as planned, with changes/refinements to certain strategies and activities
- ☒ Progressing as planned, with no changes to strategies and activities
- ☐ Progressing, with changes/refinements to certain strategies and activities
- ☐ Beginning stages of implementation
- ☐ No strategies or activities implemented

### Narrative Response

Describe the progress made during 2010-11 in implementing the strategies listed above. Include a description of any key factors or circumstances that resulted in a modification or change to the strategies or activities as they were originally described in the approved improvement plan.

*Beech Street School is progressing with the improvement goal of expecting and monitoring sound homework practices and communication with parents.*

The school formed a school-wide committee to research best practice in teacher feedback and homework. It met monthly during Thursday grade levels. We have made plans to incorporate an additional best practice, including a school-wide reading response program, for homework in the upcoming year.

We piloted a new feedback and homework procedure throughout grades k-5. This included a homework folder for every child with a parent signature/comment sheet and a school wide homework ritual for parents.

We will continue with the new homework procedures and refine it in the upcoming year.

## **2010-2011 Progress Report**

### **Evidence of Progress: Improved Student Achievement**

**Instructions:** *Respond to the following reflective questions:*

- What accomplishments can be documented during the 2010-2011 school year that resulted in improved outcomes for students scoring below proficient in the areas for which the school is identified for improvement?

\*Shared Leadership and building infrastructure for school wide reform

\*Principal's role is focused on achieving learning goals and improving instruction.

\*Formed leadership team with representation from all parts of the school.

This team sets regular meeting dates and times.

\*Ran 1 Million Word Campaign, a whole school reading initiative.

- Overall, where there is greatest evidence of improvement, what factors were most influential in generating change?

\*Created 2 ½ hour literacy block for all K-5 classrooms.

\*Participated in America's Choice Literacy Institutes throughout the year.

\*Two teachers at each grade level received additional PD and served as open \*Lab classrooms for other's observations.

\*Consistent academic and behavioral rituals and routines across classrooms.

\*Used standards to analyze student work and to develop next steps for instruction.

- Where improvement is less evident, what factors have impeded the desired change?

Beech St. School, a building of 100 staff and 640 students, was without an Assistant Principal for the majority of the 2010 -2011 school year. This interfered with the Principal's commitments and ability to oversee all areas of the restructuring plan. This has been remedied with the approval to hire a full time Assistant Principal in July 2011.

The transient population, over 400 students moved in or out of our school this past year alone, has also impeded the desired change. About a third of those students come from or return to another country, and these language issues affect the instructional plans. This issue is being addressed through the use of a special ELL consultant from the America's Choice Program. She met twice with our administration and teachers and is helping us formulate next steps in this area.

As a school we utilize Everyday Math. It is a researched based program that teaches strong problem solving strategies and mental math skills. The program presumes that the students will come to the next grade level with mastery of basic math facts. The program presumes that the students will learn these facts at home. With the population at Beech Street School this is not the case. We will supplement the core materials with a basic math facts program.

- What is the school's AYP status for 2011-2012 (i.e Year 3 Reading, Year 3

Mathematics). Based on the outcomes described above, and the school's new AYP status, what refinements\* to the SINI plan are proposed?

#### **Year 4 Mathematics, Year 6 Reading**

**Whole School- Reading- No Mathematics- No**  
**Hispanic/Latino- Reading- No Mathematics-No**  
**Asian/Pacific Islander- Reading- No Mathematics- Yes (CI)**  
**White- Reading- Yes (SH) Mathematics- Yes (SH)**  
**Economically Disadvantaged- Reading- No Mathematics- No**  
**Educational Disability- Reading- No Mathematics-No**  
**Non-Limited-English Proficient- Reading- No Mathematics- No**

This upcoming school year, 2011-2012, our data team will look more closely at math data from the unit tests, district trimester tests and NECAPs. Based on this data, we will form student focus groups for small group instruction, intervention period groups and even after-school tutoring recommendations for student learning plans.

In addition, once monthly at grade level meetings, teachers will collaborate on specific strategies for math instruction, based on the math data that they reviewed that month. Our intervention specialist will compile data from performance tracker for both teachers and the data team to analyze.

Please see attached 2011-2012 action plan for additional information on data team focus.

## **2009-2010 Restructuring Progress Report**

### **Evidence of Progress: School Practices and Student Outcomes**

**Instructions:** *Respond to the following reflective questions:*

➤ **Planning Process Update**

Provide any new information or changes in planning team membership or the planning process used by the team.

In August of 2009 Beech Street School began implementing The America's Choice School Reform Model for this present school year. At the same time The Restructuring Leadership Team used Dr. Sam Redding's "Rapid Improvement Indicators for School Improvement" to identify areas for improvement. Mrs. Sheila Brisson, Director of Federal Projects, with technical assistance from America's Choice consultants provided various meetings and workshops to provide input in order to analyze governance of Beech Street School, to help review school protocols and procedures, and to target specific areas in order to improve student achievement

➤ **Planning Team Assessment of School Governance Structure**

Please explain the current governance structure (inclusive of: "Principal's Role", "Team Structure", and "Professional Development" clusters) in the school and any changes that have occurred due to restructuring plan implementation.

The Major Changes in school governance will be:

1. Reorganizing of personnel/job responsibilities to build leadership capacity
2. Intervention/Enrichment block with co-teaching/co-planning to ensure the delivery of cohesive instruction
3. School-wide Response to Intervention (RTI) with a focus on Progress Monitoring
4. Aligned Instruction with a focus on a balance literacy program with the support of America's Choice

In 2009, the Restructuring Leadership Team conducted a root cause analysis of how targeted students were provided instructional support within the school day. The analysis of data demonstrated that special instruction was provided by removing students from classrooms for a specific block of time. Students who receive services by being pulled out of the classroom lose access to general education curriculum, instruction, incidental learning, social skills, during those times. After accessing the barriers to the "Pull-Out" Model, the restructuring team determined our learners would profit from the general education experience. This current model will be restructured to an Intervention/Enrichment Block Model. Where Support Service Providers (ELL teachers, SPED teachers), as much as is appropriate will provide instructional support delivery in the classroom. The Leadership team will establish a new service delivery schedule ensuring a specific time in the students' day be set aside for Intervention/Enrichment services, and enough time be devoted to the services to effectively accelerate his/her learning. The support service provider will work closely with the regular education teacher to ensure that all below proficient students will receive appropriate differentiated instruction.

Effective professional development is seen as increasingly vital to school success. Professional development has traditionally been provided to teachers through school in-service workshops. Such an approach lacks continuity and coherence and it fails to appreciate the complexity of teachers work. Throughout the implementation of past initiatives there has not been a comprehensive plan to sustain past professional development opportunities. Without a plan in place, various initiatives were not established and / or sustained in an effective manner. In order for the restructuring plan to be sustainable and effective, professional development must align with school improvement initiatives with a shift from isolated learning and the occasional workshop to a focused, ongoing organizational learning built on common knowledge, collaborative reflection, and joint action. The America's Choice Leadership Team and Restructuring Team will work in tandem to ensure the school improvement initiatives and professional development opportunities align with our school improvement goals. The America's Choice Coaches will provide professional development opportunities by facilitating PLCs, workshop series, study groups, and coaching support. Both will follow up in the classroom to ensure that teachers understand new instructional approaches well enough to apply them in their classrooms.

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As a school in restructuring Beech Street has invited America's Choice to help build school leadership and establish focused literacy professional development in the areas of readers workshop, writers workshop, and parent involvement. Without a core reading program and district training, Beech Street has not provided a balanced literacy program within the classroom. America's Choice will provide the teachers the necessary training to help students acquire the skills and knowledge they need to be strong readers. Teachers will also provide instruction through standards based curriculum and instructional strategies that build key skills, convey core concepts, and enable students to apply what they know. America's Choice will enable the leadership team and data team to build the capacity of faculty to implement every component of the design.

Other actions that will be taken and supported by the district administration will include:

- To promote a policy requiring weekly collaboration between Support Service Providers and Regular Education Teachers.
- To implement America's Choice Program
- To implement an Intervention / Enrichment Block
- To implement workshop model for Language Arts and Math

➤ **Monitoring Implementation**

How has your school/district monitored the implementation of the restructuring plan?

America's Choice is a partner with the National Institute for School Leaders a program the principal of Beech actively participated in this past school year.

Beech Street began to implement the RTI model this school year and America's Choice believes that students who are struggling in math or literacy may need different levels of intervention support. Response to Intervention identifies three tiers of support for student: the first tier of support is classroom based focused teaching where the teacher provides focused instructional support to students based on assessed needs. In Tier 2, additional time and materials designed specifically to meet the needs of learners are used in beyond the bells programs- after school, before school and Saturday programs. Mathematics Navigator for grades 2 and up helps students revise their thinking in mathematics to correct misconceptions that impede forming the conceptual base needed as they deepen move through the learning continuum. Literacy Navigator is designed for students in grade 4 and up who struggle to transfer comprehension strategies into increasingly complex text structures. Tier 3 interventions are designed to accelerate learning to bring students so they can participate in grade level classes with their peers. With our intervention block and enrichment block students are receiving more specialized instruction during the day to meet their individual needs. We have piloted Reading Plus an online reading intervention program.

West. Ed is during an audit of our English Language Learner Programs for the Manchester School District and we plan to use the recommendations provided by the West Ed. Group to make the necessary changes to our ELL program to best meet the academic needs of this diverse group of students.

The Data Team will monitor the Student Study Team's data collection on individual and grade level progress. The administration will work with all staff members to fully implement the necessary interventions and instructional teaching strategies to make the necessary changes needed to ensure success for all students at Beech Street School.

After analyzing all information from staff and assessing our school on the Rapid Improvement Indicators, it is determined that our school's strengths are:

- Engaging teachers in aligning instruction, with standards and benchmarks.
- Assessing student learning frequently with standards based assessments.
- Expecting and monitoring sound classroom management

The areas in which Beech Street needs to improve in and which may also be the root causes for not meeting AYP:

- The need for engaging teachers in assessing and monitoring student mastery.
- The need for expecting and monitoring sound instruction in a variety of modes.
- The need for professional development and implementation that is focused on : drilling class recitation, review with questions and summarizing key concepts.
- The need for expecting and monitoring sound homework practices and communicating with parents.
- Need for Instructional teams use student-learning data to inform instruction.
- Need for Instructional teams review the results of unit pre/post tests to make decisions about the curriculum and instructional plans in order to red flag students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives.)

➤ **Monitoring Student Progress**

Describe the process for monitoring student progress beyond annual state assessment or accountability results, especially for those students who persistently achieve below proficient levels.

The Data Team will monitor the school Student Study Team's collection of data on individual and grade level student progress. At these meetings, the administrative team will report out on their progress towards closing achievement gaps for the target students, especially in the ELL, Title 1, and SPED groups. The remainder of the meeting time will be devoted to problem solving around program implementation, other data collection that may be needed, identifying ways to support teachers and ways to further enhance the school's tiers of interventions. It is through these rich, focused discussions that the administrative team will provide support in order to build the capacity for the staff to make instructional changes necessary to ensure success for every student in the school.

➤ **Continuation of Online Tool**

How will the school continue to use the online Center for Innovation and Improvement (CII) Rapid Improvement Process tool to track evidence of progress under specific indicators and any shifts in prioritizing the needs you will address?

Presently the technical support provided by America's Choice School Reform Model will be utilized this year to continue with the implementation of the School Reform Model. The indicators and best practices being implemented are closely related.

➤ **Communication and Outreach**

Describe the process by which the objectives of the plan will be disseminated to parents, school personnel, and the community at-large to increase the likelihood of "buy-in" to the plan's objectives and success.

The Restructuring Leadership Team members were each responsible for reporting, updating, and getting feedback for a designated group of people. This process ensured that all members of the staff had been informed, involved in decision making, and had a voice in the restructuring plan. All Restructuring Leadership Team meeting were scheduled for after school 3:00 – 4:00 pm on Wednesdays, with team members updating their designated group during Thursday morning delayed opening meetings.

The principal also had several staff meetings to update the entire staff. Meeting date and topics discussed included:

September 7<sup>th</sup> – Roll out of the Rapid Improvement indicators and the overview of the restructuring process.

January 6<sup>th</sup> – Restructuring team reports out on plan's progress and levels of implementation based on wise way descriptions.

May 19<sup>th</sup> – Restructuring Plan updates and the feedback on implementation timeline for indicators.

The principal sent home monthly newsletter and invited all parents to a PTG meeting on restructuring plan in February. This information was replicated with our Spanish home coordinator at a Spanish -speaking parent's meeting.

Parents and staff response to the Beech Street Restructuring Plan has been positive and a majority of stakeholders have "buy-in" at this point in the school year. The focus of the May, June and next school years professional development is to build instructional capacity.

During the 2009 –2010 school year, the principal will require all of the staff members to keep a copy of the Restructuring Plan in their plan books and a copy of the plan will be placed on the school website. The Data Team will compile reports to assess the implementation of the new plan.

## SCHOOL YEAR 2011-2012 RESTRUCTURING ACTION PLAN

## SCHOOL YEAR 2011-2012 RESTRUCTURING ACTION PLAN

Goal (reduction of achievement gap)	Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction.				Strategies to be Implemented (check all that apply): <input checked="" type="checkbox"/> Improvement in Curriculum and Instruction <input type="checkbox"/> Establishing or Implementing Local Assessments <input type="checkbox"/> Implementing Processes to Follow the Progress of Each Child <input type="checkbox"/> Addressing Specific Needs of Low-Achieving Students <input type="checkbox"/> Professional Development <input type="checkbox"/> Changes in School Systems or Processes <input checked="" type="checkbox"/> Leadership/Governance <input checked="" type="checkbox"/> Climate/Culture (staff and/or students) <input type="checkbox"/> Programs Supported by Scientifically-Based Research <input checked="" type="checkbox"/> Parent and Community Involvement <input type="checkbox"/> Extended-Time Learning <input checked="" type="checkbox"/> Connects to school's Title I Targeted Assistance or School-wide Plan <input type="checkbox"/> Other (please describe:	
Objectives (Priority Indicators from the CII Planning Process)	<i>IE07 The principal will monitor curriculum and classroom instruction regularly.</i>  <i>IE08 The principal will spend at least 50% of his / her time working directly with teachers to improve instruction, including classroom observations.</i>  <i>IE10 The principal will celebrate individual, team, and school successes, especially related to student learning outcomes.</i>					
Proposed Activities <i>Describe the activities to be implemented to achieve these objectives. Provide sufficient detail so that reviewers will understand the purpose and proposed implementation of each activity.</i>	Resources <i>What existing and/or new resources will be used to accomplish the activity?</i>	Timeline <i>When will this activity begin and end?</i>	Oversight <i>Who will take primary responsibility/ leadership?</i>	Monitoring of Activities (Implementation) <i>What evidence will be collected to document implementation? How often and by whom?</i>	Monitoring of Effectiveness <i>What evidence will demonstrate effectiveness and how will it be collected?</i>	
The principal will continue daily walk-through in classrooms.	Existing district funds	9/02/11 – 6/30/12	Principal	Principal's planner	Data team agenda notes, Evaluations	
Principal will attend PLC meetings for all grade levels monthly.	Existing district funds.	10/11 – 6/01/12	Principal	Sign in sheets	Data team agenda notes, Evaluations	
Principal participates in monthly focus walks with data team in order to observe implementation of indicators in instruction.	Existing district funds	10/11 – 5/ 12	Principal, America's Choice Data Team	Focus walk announcement forms, observation forms, and notes	Focus walk data and PLC agendas for re-teaching indicators when necessary.	
Include monthly celebration of achieving student reading goals in academic assemblies	Existing district funds	10/11 – 5/12	Principal, classroom teachers, 1 million word committee, Librarian, Art Teacher	1 Million Word Committee agendas and notes	Year end teacher survey, student reading goal charts	
Continue with monthly PTG Meetings	Existing Title One funds	10/11 – 5 / 12	Social Worker	PTG agendas and notes	Parent attendance at meetings and celebrations sign in sheets	



<b>Goal</b> (reduction of achievement gap)	<b>Aligning classroom observations with evaluation criteria and professional development.</b>	<b>Strategies to be Implemented</b> (check all that apply): <b>X Improvement in Curriculum and Instruction</b> <input type="checkbox"/> Establishing or Implementing Local Assessments <input type="checkbox"/> Implementing Processes to Follow the Progress of Each Child <input type="checkbox"/> Addressing Specific Needs of Low-Achieving Students <b>x Professional Development</b> <b>x Changes in School Systems or Processes</b> <input type="checkbox"/> Leadership/Governance <b>x Climate/Culture (staff and/or students)</b> <input type="checkbox"/> Programs Supported by Scientifically-Based Research <input type="checkbox"/> Parent and Community Involvement <input type="checkbox"/> Extended-Time Learning <b>x Connects to school's Title I Targeted Assistance or School-wide Plan</b> <input type="checkbox"/> Other (please describe: _____)
<b>Objectives</b> (Priority Indicators from the CII Planning Process)	<p>IF04 Professional development for teachers will include observations by peers related to indicators of effective teaching and classroom management.</p> <p>IF05 Professional development for teachers will include self-assessment related to indicators of effective teaching and classroom management.</p> <p>IF05 The leadership team will review the principal's summary reports of Classroom observation and take into account when planning Professional development.</p>	

<b>Proposed Activities</b> <i>Describe the activities to be implemented to achieve these objectives. Provide sufficient detail so that reviewers will understand the purpose and proposed implementation of each activity.</i>	<b>Resources</b> <i>What existing and/or new resources will be used to accomplish the activity?</i>	<b>Timeline</b> <i>When will this activity begin and end?</i>	<b>Oversight</b> <i>Who will take primary responsibility/ leadership?</i>	<b>Monitoring of Activities (Implementation)</b> <i>What evidence will be collected to document implementation? How often and by whom?</i>	<b>Monitoring of Effectiveness</b> <i>What evidence will demonstrate effectiveness and how will it be collected?</i>
Teacher observations by peers related to indicators for effective teaching and classroom management.	Existing	09/01/11– 6/01/12	Restructuring Team	Data team's monthly directions for observations and teacher notes from observations.	Leadership data team's monthly review of observation checklists and comments.
Lab teachers will be observed by peers implementing best practices in America's Choice School Reform and Restructuring Indicators.	Existing	10/11 – 6/12	Literacy Coaches and Lab teachers	Observation notes and feedback forms.	Leadership team's year end teacher survey and focus walks detailing school's implementation of these indicators.
Teachers will conduct overall self-assessments twice yearly.	Existing	12/01/11- 6/01/12	Leadership Team	Self-assessment surveys.	
Literacy coaches will observe in classrooms and give them individual feedback based on a teacher self-selected focus.	Existing	09/02/11-6/12	Literacy Coaches	Feedback/Reflection Sheets/Future classroom observation/Focus Walks	Literacy coaches will observe in classrooms to see the transfer of next steps in teachers practice and the discussion and reflection that comes from the debriefing.

<b>Goal</b> (reduction of achievement gap)	<b>Engaging teachers in differentiating and aligning learning activities.</b>					<b>Strategies to be Implemented (check all that apply):</b> <input checked="" type="checkbox"/> Improvement in Curriculum and Instruction <input checked="" type="checkbox"/> Establishing or Implementing Local Assessments <input type="checkbox"/> Implementing Processes to Follow the Progress of Each Child <input type="checkbox"/> Addressing Specific Needs of Low-Achieving Students <input checked="" type="checkbox"/> Professional Development <input type="checkbox"/> Changes in School Systems or Processes <input type="checkbox"/> Leadership/Governance <input type="checkbox"/> Climate/Culture (staff and/or students) <input type="checkbox"/> Programs Supported by Scientifically-Based Research <input type="checkbox"/> Parent and Community Involvement <input type="checkbox"/> Extended-Time Learning <input checked="" type="checkbox"/> Connects to school's Title I Targeted Assistance or School-wide Plan <input type="checkbox"/> Other (please describe: _____)
<b>Objectives</b> (Priority Indicators from the CII Planning Process)	IIC03 Materials for standards-aligned learning activities will be organized, labeled, and stored for convenient use by teachers. IIB05 Teachers will re-teach based on post-test results. IIB03 Unit Pre-test and post-test results will be reviewed by the instructional team. IIB04 Teachers will individualize instruction based on pre-test results to provide support for some students and enhance learning opportunities for others.					

  

<b>Proposed Activities</b> <i>Describe the activities to be implemented to achieve these objectives. Provide sufficient detail so that reviewers will understand the purpose and proposed implementation of each activity.</i>	<b>Resources</b> <i>What existing and/or new resources will be used to accomplish the activity?</i>	<b>Timeline</b> <i>When will this activity begin and end?</i>	<b>Oversight</b> <i>Who will take primary responsibility/ leadership?</i>	<b>Monitoring of Activities (Implementation)</b> <i>What evidence will be collected to document implementation? How often and by whom?</i>	<b>Monitoring of Effectiveness</b> <i>What evidence will demonstrate effectiveness and how will it be collected?</i>
Create directions for labeling standards-aligned learning activities.	Existing	8/25/11 – 9/1/12	Beech Street Administrators	Newly created direction protocol form.	10/11 Focus walkthrough. Periodic review by Principal observations.
Opening day teacher packet will include directions on which learning activities need to be labeled and how.	Existing	9/11 - 9/30/12	Principal and Assistant Principal	Teacher question and answer period during opening day rollout.	10/11 Focus walkthrough. Periodic review by Principal observations.
PLC after each genre study pre-test to discuss data and plan lessons based on pretest data.	Existing	9/11-6/12	Literacy Coaches	Pretest scores	Post Test Scores
Classroom teachers will complete student profile sheets periodically during each genre study. They will reteach lessons whole group, small group, or individually based on student profile data.	Existing	9/11-6/12	Literacy Coaches	Student Profile Sheets	Post Test Scores

## School Year 2011-2012 Restructuring Action Plan

<b>Goal</b> (reduction of achievement gap)	Assessing student learning frequently with standards-based assessments.			<b>Strategies to be Implemented</b> (check all that apply): <i>X Improvement in Curriculum and Instruction</i> <i>X Establishing or Implementing Local Assessments</i> <input type="checkbox"/> <i>Implementing Processes to Follow the Progress of Each Child</i> <i>x Addressing Specific Needs of Low-Achieving Students</i> <i>x Professional Development</i> <input type="checkbox"/> <i>Changes in School Systems or Processes</i> <input type="checkbox"/> <i>Leadership/Governance</i> <input type="checkbox"/> <i>Climate/Culture (staff and/or students)</i> <i>x Programs Supported by Scientifically-Based Research</i> <input type="checkbox"/> <i>Parent and Community Involvement</i> <input type="checkbox"/> <i>Extended-Time Learning</i> <i>x Connects to school's Title I Targeted Assistance or School-wide Plan</i> <input type="checkbox"/> <i>Other (please describe:</i>	
<b>Objectives</b> (Priority Indicators from the CII Planning Process)	IID09 Instructional teams will use student-learning data to plan instruction.  IID11 Instructional teams will review the results of unit Pre-/Post-tests to make decisions about the curriculum and instructional plans and to “red-flag” students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives).				
<b>Proposed Activities</b> <i>Describe the activities to be implemented to achieve these objectives. Provide sufficient detail so that reviewers will understand the purpose and proposed implementation of each activity.</i>	<b>Resources</b> <i>What existing and/or new resources will be used to accomplish the activity?</i>	<b>Timeline</b> <i>When will this activity begin and end?</i>	<b>Oversight</b> <i>Who will take primary responsibility/ leadership?</i>	<b>Monitoring of Activities (Implementation)</b> <i>What evidence will be collected to document implementation? How often and by whom?</i>	<b>Monitoring of Effectiveness</b> <i>What evidence will demonstrate effectiveness and how will it be collected?</i>
The School Data Team will meet on a weekly basis .	Existing	9/30/11 – 6/12	Principal, Data Team, Classroom teachers	Teachers will input assessment data on-going into Performance Tracker.	Data assessments and progress reports. Individual classroom teacher data walls.
Assessment related professional development will be provided for all teachers.	District PD and Data Team PLCs	9/30/11- 6/1/12	Title One Supervisors, Data Team, Literacy Coaches	Professional development forms and feedback/ exit slips.	Year-end data analyzed by leadership team.
Classroom teachers will have a common planning time to collaborate on effective differentiated lessons.	Existing	9/11 – 6/12	Principal and Scheduling Committee	Schedule school-wide and individual classrooms/ grade levels.	Mid-year and year-end staff surveys.
Grade Level teams will meet monthly to “red flag” students for intervention and enrichment groups.	Existing	9/30/11 - 5/30/12	Grade Level teachers and Intervention/Enrichment Coach	Grade level team notes will be reviewed monthly by Intervention/Enrichment Coach	Intervention and Enrichment group progress will be monitored each trimester.

<b>Goal</b> (reduction of achievement gap)	Expecting and monitoring sound instruction in a variety of modes.	<b>Strategies to be Implemented</b> (check all that apply): <i>X Improvement in Curriculum and Instruction</i> <input type="checkbox"/> Establishing or Implementing Local Assessments <input type="checkbox"/> Implementing Processes to Follow the Progress of Each Child <input type="checkbox"/> Addressing Specific Needs of Low-Achieving Students <i>x Professional Development</i> <input type="checkbox"/> Changes in School Systems or Processes <input type="checkbox"/> Leadership/Governance <input type="checkbox"/> Climate/Culture (staff and/or students) <i>x Programs Supported by Scientifically-Based Research</i> <input type="checkbox"/> Parent and Community Involvement <input type="checkbox"/> Extended-Time Learning <input type="checkbox"/> Connects to school's Title I Targeted Assistance or School-wide Plan <i>x Other (please describe: _____ School Reform _____)</i>
<b>Objectives</b> (Priority Indicators from the CII Planning Process)	IIIA11 All teachers will use modeling, demonstration and graphics. IIIA17 All teachers will re-teach when necessary. IIIA20 All teachers will summarize key concepts. IIIA21 All teachers will re-teach following questioning. IIIA25 All teachers will encourage students to paraphrase, summarize, and relate. IIIA26 All teachers will encourage students to check their own comprehension. IIIA05 All teachers will maintain a record of each student's mastery of specific learning objectives. IIIA07 All teachers will differentiate assignments. (Individualize instruction in response to individual student performance on pre-tests and other methods of assessment. IIIA18 All teachers will review with drilling / class recitation. IIIA19 All teachers will review with questioning.	

<b>Proposed Activities</b> <i>Describe the activities to be implemented to achieve these objectives. Provide sufficient detail so that reviewers will understand the purpose and proposed implementation of each activity.</i>	<b>Resources</b> <i>What existing and/or new resources will be used to accomplish the activity?</i>	<b>Timeline</b> <i>When will this activity begin and end?</i>	<b>Oversight</b> <i>Who will take primary responsibility/ leadership?</i>	<b>Monitoring of Activities (Implementation)</b> <i>What evidence will be collected to document implementation? How often and by whom?</i>	<b>Monitoring of Effectiveness</b> <i>What evidence will demonstrate effectiveness and how will it be collected?</i>
All staff will attend PLC on best practices in modeling, demonstration and graphics	existing	9/11-6/12	America's Choice Implementation Coaches, staff	PLC Agenda, meeting notes, sign-in forms.	Coach observation notes and compiled data from monthly focus walkthrough.
All staff will attend PLC on best practices in re-teaching when necessary.	existing	9/11-6/12	America's Choice Implementation Coaches, staff	PLC Agenda, meeting notes, sign in sheets.	Coach observation notes and compiled data from monthly focus walkthrough.
All staff will attend PLC on best practices in summarizing key concepts.	existing	9/11-6/12	America's Choice Implementation Coaches, staff	PLC Agenda, meeting notes, sign in sheets.	Coach observation notes and compiled data from monthly focus walkthrough.
All staff will attend PLC on best practices in re-teaching following questioning and review using questioning.	existing	9/11-6/12	America's Choice Implementation Coaches, staff	PLC Agenda, meeting notes, sign in sheets.	Coach observation notes and compiled data from monthly focus walkthrough.

<b>All staff will attend PLC on best practices in paraphrasing, summarizing and relating.</b>	<b>Stipends for staff to have PLC's before and after school</b>	<b>9/11-6/12</b>	<b>Literacy Coaches, staff</b>	<b>PLC Agenda, meeting notes, sign in sheets.</b>	<b>Coach observation notes and compiled data from monthly focus walkthrough.</b>
<b>All staff will attend PLC on best practices in having students self-monitoring comprehension.</b>	<b>Existing</b>	<b>9/11-6/12</b>	<b>Literacy Coaches, staff</b>	<b>PLC Agenda, meeting notes, sign in sheets.</b>	<b>Coach observation notes and compiled data from monthly focus walkthrough.</b>
<b>All staff keeps an assessment binder for each student with reading and writing conference and guided reading notes</b>	<b>Existing</b>	<b>9/11-6/12</b>	<b>Principal, Literacy Coaches, Teachers</b>	<b>Assessment Notebook Focus Walks, Principal Walk-through</b>	<b>Focus Walk Data</b>
<b>All classroom teachers implement a workshop model for Reading, Writing, Math grades K-5</b>	<b>Existing</b>	<b>9/11-6/12</b>	<b>Principal, Literacy Coaches, Leadership Team</b>	<b>Focus Walks, Literacy Coaches' Observations, Principal Walk-Through</b>	<b>Focus Walk Data</b>
<b>Classroom teachers will take Reading Conferences, Writing Conferences and Guided Reading groups on a daily basis.</b>	<b>Existing</b>	<b>9/11-6/12</b>	<b>Principal, Literacy Coaches, Leadership Team</b>	<b>Focus Walks, Literacy Coaches' Observations, Principal Walk-Through</b>	<b>Focus Walk Data</b>

<b>Goal</b> (reduction of achievement gap)	Expecting and monitoring sound homework practices and communication with parents.				<b>Strategies to be Implemented</b> (check all that apply): <input type="checkbox"/> <i>Improvement in Curriculum and Instruction</i> <input type="checkbox"/> <i>Establishing or Implementing Local Assessments</i> <input type="checkbox"/> <i>Implementing Processes to Follow the Progress of Each Child</i> <input type="checkbox"/> <i>Addressing Specific Needs of Low-Achieving Students</i> <input type="checkbox"/> <i>Professional Development</i> <input type="checkbox"/> <i>Changes in School Systems or Processes</i> <input type="checkbox"/> <i>Leadership/Governance</i> <i>x Climate/Culture (staff and/or students)</i> <i>X Programs Supported by Scientifically-Based Research</i> <i>X Parent and Community Involvement</i> <input type="checkbox"/> <i>Extended-Time Learning</i> <i>X Connects to school's Title I Targeted Assistance or School-wide Plan</i> <input type="checkbox"/> <i>Other (please describe:</i>	
<b>Objectives</b> (Priority Indicators from the CII Planning Process)	III B03 All teachers will check, mark, and return homework.  IIIB01 All teachers will maintain a file of communication with parents.					
<b>Proposed Activities</b> <i>Describe the activities to be implemented to achieve these objectives. Provide sufficient detail so that reviewers will understand the purpose and proposed implementation of each activity.</i>	<b>Resources</b> <i>What existing and/or new resources will be used to accomplish the activity?</i>	<b>Timeline</b> <i>When will this activity begin and end?</i>	<b>Oversight</b> <i>Who will take primary responsibility/ leadership?</i>	<b>Monitoring of Activities</b> (Implementation) <i>What evidence will be collected to document implementation? How often and by whom?</i>	<b>Monitoring of Effectiveness</b> <i>What evidence will demonstrate effectiveness and how will it be collected?</i>	
Form school-wide committee to research best practice in teacher feedback and homework.	Existing	9/11 – 6/12	Principal, parent engagement committee, classroom teachers	Agendas and meeting notes.	A staff survey on proposed feedback and homework policy.	
Disseminate survey to entire staff for input and then to PTG for feedback.	Existing	12/11	Principal, social worker, staff	Returned feedback from surveys.	A finished feedback and homework policy completed by 1/31/12.	
Use new feedback and homework procedure throughout school grades k-5.	Existing	2/12 – 4/ 12	Classroom teachers	Feedback sheet concerning success and struggles with policy. Principal observation.	PTG comments at 4/12 meeting.	
School-wide committee reviews final time and prepares procedure for Beech Street School handbook.	Existing	5/30/12	Principal, classroom teachers	Compile the reviews and feedback and submit procedure for printing.	The 2011/2012 Beech Street School Handbook.	

## **2010-2011 School Improvement Plan Title I Parent Notification Requirements**

**Instructions:** *Before completing this section, refer to public school choice guidance.*

- (a) Describe the process the school will use to provide parents of each student enrolled in the school with timely written notice regarding the school's identification as a school in need of improvement. The description must demonstrate the use of dissemination strategies that make such information accessible to all parents, and to the extent practicable, is provided in a language that parents can understand.
- (b) If applicable, describe the process the school has developed for parents in the event they wish to request a transfer of their child to another school within the district that is not identified for improvement. If public school choice is not applicable to your school, state "not applicable".
- (c) Attach a copy of the parent/teacher notification letter to this application, if not previously submitted. Be sure to include:
  - i. Why the school has been identified for improvement (including the year, Restructuring and subject area);
  - ii. How the school compares academically (in terms of AYP) to other schools in the LEA (or similar schools in the surrounding area if SINI school is a single attendance area);
  - iii. How the school compares academically (in terms of AYP) to the State average;
  - iv. What the school is doing to address the achievement issues or a description of the improvement planning process;
  - v. What the LEA and the State Department of Education are doing to support the school;
  - vi. The process that will be used to develop an improvement plan in consultation with school staff and parents/guardians (including the method of sharing updates);
  - vii. How parents/guardians can express an interest in getting involved (must be inviting); and
  - viii. Public school choice was described and offered (if applicable). Include:
    - A form for parents/guardians requesting school choice was attached
    - Comparative data for these schools was offered to assist in decision making
    - Information regarding transportation to and from choice schools was offered
  - ix. Parent notification letter for restructuring schools must also be addressed to teachers.

**2011-2012 School Improvement Plan  
Title I Parent Notification Requirements**

**Instructions:**

Before completing this section, refer to Appendix B in instructions for detailed guidance for fulfilling public school choice requirements.

- (a) Describe the process the school will use to provide parents of each student enrolled in the school with timely written notice regarding the school's identification as a school in need of improvement. The description must demonstrate the use of dissemination strategies that make such information accessible to all parents, and to the extent practicable, is provided in a language that parents can understand.

The Manchester School District prepares letters to parents that detail the each individual school's Adequate Yearly Progress (AYP) status and designation as a School In Need of Improvement. The letter is sent home to families in the mail, and is available at the school and district office. The letter is translated into Spanish and provided to families whose home language is Spanish, which is the second-most common language spoken in the district (English being the first). The letter also includes information about the status of all schools in the district, along with information about No Child Left Behind and Adequate Yearly Progress. The letter also invites parents to communicate directly with the school principal and to become involved with the school.

- (b) If applicable, describe the process the school has developed for parents in the event they wish to request a transfer of their child to another school within the district that is not identified for improvement. If public school choice is not applicable to your school, state "not applicable".

The Manchester School District includes information for parents about School Choice with the letter that is sent home detailing the school's status as a School In Need of Improvement. This information includes a list of schools that are available for School Choice, a fact sheet about the AYP status of available schools, and information about other programs that each School Choice school has available for students. Contact information for the district School Choice Facilitator is also provided. The mailing also includes an application for families to request School Choice, should they elect to do so. Additionally, all information sent home is also posted on the district web site [www.mansd.org](http://www.mansd.org), and is available at the school and district office.

- (c) Attach a copy of the parent/teacher notification letter to this application. **Note: Parent Notification letters must have been submitted for approval to the NHDOE prior to June 15, 2011.**

Attached. Beech Street School's letter was submitted for approval on May 4<sup>th</sup>, 2011. A copy of the letter is attached.





MANCHESTER SCHOOL DISTRICT  
SCHOOL ADMINISTRATIVE UNIT NO. 37  
195 McGregor Street, Suite 201, Manchester, NH 03102  
Telephone: 603.624.6300 • Fax: 603.624.6337

Thomas J. Brennan, Jr., Ed.D.  
Superintendent of Schools

Michael J. Tursi  
Assistant Superintendent

Karen G. Burkush  
Assistant Superintendent

Karen DeFrancis  
Business Administrator

May 23, 2011

Dear Parents / Guardians,

Your child's school – and all schools in the Manchester School District (MSD) – are committed to excellence in education and hold our students to high academic standards.

The purpose of this letter is to inform you that your child's school continues to be Identified as a School In Need of Improvement (SINI) under the Federal No Child Left Behind (NCLB) Act of 2001. Beech St. School is a SINI Year 6: Restructuring for Reading, and Year 4: Restructuring Planning for Math. This is based on your school's Adequate Yearly Progress (AYP) results as determined by the NH Department of Education (NHDOE). Detailed AYP reports are available at the MSD website: [www.mansd.org](http://www.mansd.org). On this page, locate the dropdown menu under 'Community' and select 'Accountability Reports'.

Because of your school's SINI status, parents have additional rights and resources available to them. These are made possible by the NCLB Act. This letter is designed to help you understand what the SINI status means, and what resources may be available to you and your child(ren). Included in this letter are the following documents:

Frequently Asked Questions : AYP & NCLB and Frequently Asked Questions: School Choice  
Manchester School District Elementary Schools: Adequate Yearly Progress (AYP) Comparison  
School Choice Request Form

Your child's school and the District have made and continue to make academic gains. To foster continued growth, the Manchester School District is working closely with each school, parents/guardians, and the community in partnership with the NHDOE to create and revise School Improvement Plans for every SINI school. Each school has a SINI team, comprised of the principal, teachers, and other school and community members. Input from parents/guardians and all school staff members is a crucial part of the planning process, which takes place throughout the school year. Completed plans are then approved by the Principal, District Administrators and the NHDOE prior to the start of the next school year. You are a critical partner in your school's continued improvement, and we are eager to have your involvement and input. Please contact your school's principal, Elinor Murphy, to learn how you can become a part of your child's school's continued improvement. You are welcome to stop into the office, call 624-6314, or email at [emurphy@mansd.org](mailto:emurphy@mansd.org).

Under the guidelines established by NCLB, the School Choice program is available to you and your child(ren). This program gives you the opportunity to transfer your child to a non-Title 1 school if you choose. Available schools for transfer are: Green Acres, Highland-Goffe's Falls, Jewett, Smyth Road, Webster and Weston schools. To apply, complete the enclosed Choice Request form and return to your child's classroom teacher by June 17th or return to the District office by June 24, 2011.

Please review the information in this letter including school performance and program details to determine if School Choice is an option that would be in the best interest of your child. This letter does not require any action from you, and enrollment in any of the programs available, including School Choice, is optional.

Sincerely,

Thomas J. Brennan, Jr., Ed.D.  
Superintendent of Schools





# Frequently Asked Questions: AYP & NCLB

## What is a SINI school?

- Every year, students in grades 3-5 across the state take the NECAP test in Reading and Mathematics. The results of this test are looked at by the NH Department of Education (NHDOE) in different subgroups. Your school must have a certain percentage of students performing at or above grade level on this test. Every subgroup must meet the federal standard for performance. This is called Adequate Yearly Progress (AYP).
- Schools can make AYP in Reading and/or Math and/or as a whole school.
- **Please remember that NECAP scores are only one measure of a school's value. The school's impact on the community, activities, staff, and additional programs, are just a few things that make your school unique and enable your child to succeed.**

## Why is our school a SINI school?

- Data has been calculated for all students as well as subgroups of students (i.e., racial and ethnic subgroups, English Language Learners, students with disabilities, and economically disadvantaged students).
- Each school may have certain subgroups that make AYP, while others do not. If even one of these groups does not meet their goal, or performance target, then the school will not have made AYP. Every school's AYP results are unique to that school. For more information and detailed AYP reports, please go to [www.mansd.org](http://www.mansd.org) and click on "District Data Center".

## Why is our district a DINI district?

- In the same way that a school is determined to be a SINI school, every subgroup within the District at all grade levels must meet the goal set by the US Department of Education in order for the District to make AYP.
- See the enclosed chart to see what percentage of subgroups made AYP at your child's school, across the district and across the state.

## What is being done to improve my child's school and the district?

- Beech has already implemented school wide homework procedures as well as regular peer observations and feedback sessions to guide teacher professional development.
- School Improvement plans and a District Improvement plan have been developed and are available at our website [www.mansd.org](http://www.mansd.org) or at the schools main office.
- You are a critical partner in improving your child's school and his or her education. Contact your school to see how you can become involved.

## What additional resources are available to my child because of NCLB?

### NH PARENT INFORMATION RESOURCE CENTER

- Provides free services such as workshops, publications, toolkits, newsletters, tip sheets, and support for parents, schools, districts aimed at increasing parent involvement in children's education.

### TITLE 1 INTERVENTIONS

- Additional small group or one on one reading and math help during the school day.

### SUPPLEMENTAL EDUCATIONAL SERVICES (SES)

- Free tutoring program for economically disadvantaged families. Services provided outside of the school day by state approved providers. **Please note: This is only available to eligible students attending Title 1 SINI Schools (Your child's current neighborhood school).**

### PUBLIC SCHOOL CHOICE

- Gives parents of children attending a Title 1 SINI School the opportunity to transfer their child to a Non-Title 1 School with district provided transportation. **Please note: ALL of Manchester's schools are SINI schools regardless of Title 1 Status.**

# Manchester School District Elementary Schools

See our website for more information and links to other resources [www.mansd.org](http://www.mansd.org)

## ADEQUATE YEARLY PROGRESS COMPARISON

NAME	Title 1 School	Made AYP Reading	Made AYP Math	SINI / DINI	% of Subgroups or Target Areas that MADE AYP			
					2008	2009	2010	2011
NH State Average Elementary/Middle Schools (ES/MS)	N/A	No	No	N/A	69%	73%	65%	65%
Manchester School District ES/MS	N/A	No	No	Yes	56%	76%	70%	51%
Bakersville School	Yes	No	No	Yes	78%	83%	90%	55%
Beech Street School	Yes	No	No	Yes	69%	93%	58%	61%
Gossler Park School	Yes	No	No	Yes	43%	100%	89%	63%
Green Acres School	No	No	No	Yes	100%	90%	86%	91%
Hallsville School	Yes	No	No	Yes	90%	76%	89%	90%
Highland-Goff's Falls School	No	No	No	Yes	72%	74%	74%	78%
Jewett School	No	No	No	Yes	70%	61%	93%	67%
McDonough School	Yes	No	No	Yes	48%	81%	79%	66%
Northwest Elementary School	Yes	No	No	Yes	72%	93%	74%	66%
Parker-Varney School	Yes	No	No	Yes	43%	52%	84%	72%
Smyth Road School	No	No	No	Yes	76%	73%	74%	67%
Webster School	No	No	No	Yes	72%	52%	94%	61%
Weston School	No	No	No	Yes	60%	56%	88%	76%
Wilson School	Yes	No	No	Yes	59%	78%	68%	58%

Please note: Federal AYP Standards for 2010 were higher than standards for 2009.

This may have contributed to a decrease or less of an increase for some schools in the percentage of Subgroups that made AYP.

## PROGRAM COMPARISON

	Kindergarten	Breakfast Program	Before and/or After-School Program(s)	Additional Services
Bakersville	Full Day	Yes	21st Century, MHRA Latchkey	SES, Title I
Beech Street	Full Day	Yes	21st Century, YOU, After-school Gym	SES, Title I, ELL Magnet Program
Gossler Park	Full Day	Yes	21st Century	SES, Title I
Green Acres	Half Day	No	YMCA, Bus to Boys & Girls Club	
Hallsville	Full day	Yes	21st Century, Girls Start (K & 1st)	SES, Title I
Highland-Goffe's Falls	Half Day	Yes	Boys & Girls Club (at the School)	
Jewett School	Half Day	Yes	Bus to Boys & Girls club	
McDonough	Full Day	Yes	21st Century	SES, Title I
Northwest	Full Day	Yes	Alphabits, Bus to Boys & Girls Club, New Morning, Bus to St. Marie's CCC, Girls Inc.	SES, Title I
Parker-Varney	Full Day	Yes	New Morning, City Year Program	SES, Title I
Smyth Road	Half Day	No	New Morning	
Webster	Both	Yes	YMCA Before/After School Program	
Weston	Full Day	Yes	YMCA Before/After School Program	
Wilson	Full Day	Yes	21st Century, YOU, Bus to Boys & Girls Club, Girls Inc.	SES, Title I, Read 180

All schools in our district participate in the Free and Reduced Lunch program, and offer English Language and Special Education services.



# Frequently Asked Questions: School Choice

## ***Do I have to transfer my child to another school?***

No. We are providing parents with this opportunity as an option. The decision is entirely up to you, so you should base your decision on what you think is best for your child.

## ***If I do NOT have my child transfer, are there any additional services available to my child?***

Yes! Ask your child's school about Title 1 Interventions for Reading and Math to see if this could be a good fit for your child. Also, your child could be eligible for free tutoring through Supplemental Educational Services (SES). Eligible families will receive a packet of information after October 1st, with the first progress report of the school year.

## ***If I have my child transfer, what services may NOT be provided at the accepting schools?***

Title I intervention services for reading and mathematics and 21st Century after-school programs are not available at the non-Title I schools. Some schools may only offer half-day kindergarten. Supplemental Educational Services (SES) or Free Tutoring is only available at your child's current school for eligible students. (Please see previous page for services offered at all elementary schools.)

## ***Is transportation provided?***

Yes! If your child is granted a School Choice transfer and is eligible for transportation according to the district's transportation policy, your child can have bus transportation to the Choice school. Transportation is provided to Kindergarten students who transfer through School Choice.

## ***If one of my children has been transferred through School Choice, can all of my children attend that Choice School?***

You must submit an application for each child when they are of age to attend school in Manchester. Please indicate on your application the name and school of children who have already transferred through School Choice.

***Please note: Every effort is made to keep siblings at the same school.***

## ***When will I be notified about what school my child can attend in the fall?***

Every effort is made to notify you before the start of school. Families will be notified by mail or phone. It will be posted on the School Choice website once acceptance letters have been mailed.

## ***Must my child stay at the Choice school?***

Your child may transfer back to his or her neighborhood school. Please keep in mind that transferring schools can disrupt your child's education and learning.

## ***How do I apply?***

Complete the enclosed School Choice Request Form and return by **JUNE 17, 2011**  
to your child's classroom teacher

OR

mail by **JUNE 24, 2011** to  
Manchester School District  
ATTN: Jessica Provencher  
195 McGregor St, Suite 201  
Manchester, NH 03102



# School Choice

The School Choice program enables parents of children attending a Title 1 school In Need of Improvement to transfer their child to a non-Title 1 school. The Manchester School District will provide transportation to students who are granted School Choice transfers if requested. This includes Kindergarten students.



*Please note: In Manchester, all schools are Schools In Need of Improvement (SINI). Please refer to the rest of this letter and the district website [www.mansd.org](http://www.mansd.org) for more info.*

## Choice Transfer Schools:

Green Acres School	100 Aurore Ave.
Highland-Goffe's Falls	2021 Goffe's Falls Rd.
Jewett School	130 S. Jewett St.
Smyth Road School	245 Bruce Rd
Webster School	2519 Elm St.
Weston School	1056 Hanover St.

*These are the ONLY schools eligible for your child to transfer to through this program.*

## Parents,

Please visit the NH Parent Information Resource Center's website for more information about No Child Left Behind, your rights and how to make the best choice for your student:

<http://nhpirc.org/NCLB.shtml>

**Informational Videos about Choice and AYP available at [www.mansd.org](http://www.mansd.org)**

## Steps to enroll:

1. Review performance and program offerings of Choice Transfer Schools.
2. Determine possible impact of a transfer on your child.
3. Complete back of this form.
4. Return form by **June 17, 2011** to

A. Your Child's Classroom Teacher

OR by **June 24, 2011** to

B. Manchester School District  
ATTN: Jessica Provencher  
195 McGregor St, Suite 201  
Manchester, NH 03102



## Parent Panel Discussion!

Will be aired on Manchester Public TV: Ch 16, 22 and 23

**During the week of May 23rd  
Hear feedback from  
other parents!**

**Please review this entire letter and our website before deciding to request School Choice.**

**Frequently Asked Questions (FAQ) available in this letter!**

## Approximate program timeline:

School Choice Applications Due	June 17, 2011 (to school) OR June 24, 2011 (to District Office)
School Choice Decisions Mailed	July 15, 2011 (approx)

If granted a School Choice Transfer, Parents/Guardians will be required to sign and return a Rights and Responsibilities notice before transportation and transfer will be approved.

Transportation requests require at least 3 business days to process.

## SCHOOL CHOICE REQUEST FORM

**DO NOT COMPLETE IF YOU WISH  
YOUR CHILD TO STAY AT  
HIS OR HER SCHOOL**

**I request that my child be transferred to a designated school for 2011-2012 school year.**

Child's Name \_\_\_\_\_ Grade in Sept 2011 \_\_\_\_\_

Is your child registered at a Manchester School? Yes \_\_\_\_\_ No \_\_\_\_\_

If so, what school: \_\_\_\_\_

Parent/Guardian Name(s) \_\_\_\_\_

Complete Address \_\_\_\_\_

Home Phone \_\_\_\_\_ Cell Phone \_\_\_\_\_

Email \_\_\_\_\_

Does your child have siblings who should also be considered for School Choice? Yes \_\_\_\_\_ No \_\_\_\_\_

*If yes, please list:*

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Registered at what school: \_\_\_\_\_

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Registered at what school: \_\_\_\_\_

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Registered at what school: \_\_\_\_\_

**CHOICE Schools\*:**

- \_\_\_\_\_ Green Acres School
- \_\_\_\_\_ Highland-Goffe's Falls
- \_\_\_\_\_ Jewett School
- \_\_\_\_\_ Smyth Road School
- \_\_\_\_\_ Webster School
- \_\_\_\_\_ Weston School

***\*Please indicate your  
preferences by  
numbering the  
schools 1 to 6.  
1 being your first  
choice\****

**Bus transportation needed: Yes \_\_\_\_\_ No \_\_\_\_\_**

**My child currently receives the following student services\*\*:**

ELL (English Language Services) \_\_\_\_\_ Special Ed \_\_\_\_\_

**\*\*This information will not affect your child's eligibility for School Choice.**

**It will help us to ensure that your child(ren) receive the services they need if they participate in School Choice. \*\***

Comments: \_\_\_\_\_

**Forms must be returned to your child's classroom teacher by JUNE 17, 2011  
or the District Office by JUNE 24, 2011**

Manchester School District Attn: Jessica Provencher, 195 McGregor St, Suite 201, Manchester, NH 03102

FOR OFFICE USE ONLY

Choice School Granted: \_\_\_\_\_

Bus: Y / N

Signed R&R Returned: \_\_\_\_\_

Details: \_\_\_\_\_

## BEECH STREET SCHOOL COMPACT

We make the commitment to motivate, challenge and inspire all to reach their highest levels of success. To accomplish this we ask you to sign and uphold this compact.

### As a principal, I will strive to:

provide a safe environment that allows for positive communication among staff, parents, and students

allow for each student to reach his/her potential

### As a teacher, I will strive to:

encourage students to become participants in their learning

respect and value the uniqueness of each child and his or her family

provide a safe environment that promotes active learning

document ongoing assessment of each child's academic progress

maintain open lines of communication with students and parents

demonstrate professional behavior and a positive attitude

### As a parent/guardian, I will strive to:

encourage my child to meet high expectations

see that my child attends school regularly and is on time 95% of the time

support the school in developing positive behaviors in my child

provide a quiet place for my child to complete homework assignments

participate in parent-teacher conferences, open house and school events

talk with my child about this or her school activities each day

encourage my child to read at home and apply all their learning to daily life

### As a student, I will strive to:

learn to meet my potential

show respect for myself, my school, and other people

follow the school and classroom rules

always try to do my best in my work and my behavior

come to school prepared with my homework and supplies.

## PARENTS AND GUARDIANS PLEASE SIGN BOTH SECTIONS BELOW AFTER READING THEM.

### BEECH STREET SCHOOL COMMUNICATIONS RELEASE FORM GOOD FOR THE CURRENT SCHOOL YEAR

The undersigned hereby grants permission:

- To be videotaped and televised for use on Manchester Community Television
- The undersigned also authorizes this videotape to be used by the Manchester School District for other promotional or public relations purposes.
- To be photographed and identified by name for use in publications and newsletters to be published and distributed by the Manchester School District
- To be photographed and identified in the school setting for use by newspaper, publications, or television stations.
- The undersigned also hereby releases the Manchester School District and nonprofit organizations working with the Manchester School District as well as their employees and agents, from any and all claims which may now or hereafter arise out of or in connection with the publications, broadcast (television and radio), and use of photograph and name in the manner described above.

\_\_\_\_\_  
Name of Student (please print)

\_\_\_\_\_  
Grade and Teacher

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

## BEECH STREET SCHOOL COMPACT

I have read the Beech Street School Compact with my child and we agree to uphold the compact.

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

District **Manchester**  
Title I Form Page S-1 ®  
Date Amended  
Name of School **Wilson**

# **Title I, Part A**

## **School Application**

### **2011-2012 School Year**

*Submit pages S-1 to S5 for each school receiving Title I funds.*

**TYPE OF TITLE I SCHOOL:** Targeted Assistance School ☐ School Wide  
Program School ☒

**TITLE I SUBJECT AREAS:** Reading/Language Arts ☒ Mathematics ☒  
Other Subject(s) \_\_\_\_\_

**TITLE I PROGRAM SERVICES:** In-Class ☒ Pull-Out ☒ Before School ☐ After  
School ☐ Summer ☒

**STAFFING:** List staff paid out of regular Title I funds

Number of NH Certified Teachers: 3  
Number of Paraprofessionals: 8  
Number of Other Staff: (ie. Secretary)

**PROJECTED NUMBER OF TITLE I STUDENTS: To be completed by Targeted Assistance Schools (TAS) only:**

Number of Title I Students  
Served by Grade Levels: P \_\_\_\_\_ K \_\_\_\_\_ 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_  
5 \_\_\_\_\_  
6 \_\_\_\_\_ 7 \_\_\_\_\_ 8 \_\_\_\_\_ 9 \_\_\_\_\_ 10 \_\_\_\_\_ 11 \_\_\_\_\_ 12 \_\_\_\_\_